



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

DEPARTMENT OF NURSING EDUCATION

IN CHARGE OF

ISABEL M. STEWART, R.N.

Collaborators: S. LILLIAN CLAYTON and ANNA C. JAMME

THE NON-RESIDENT PUPIL IN TRAINING SCHOOLS

It is astonishing how many of the problems of the training school for nurses hang on the one question of housing. When the wards are understaffed and the nurses are overworked, it is usually because there is no room in the nurses' home to take in a sufficiently large group of pupils to do the work. When the hours are too long and it is suggested that better results could be obtained both in the practical and theoretical work, on an eight-hour system, it is at once decreed impossible because it would entail a somewhat larger staff of nurses, and this would mean more housing facilities. When you suggest that the number of classes admitted in a year should be reduced to two or at most three, as a matter of both economy and efficiency in teaching; you are told that this could not be done because there would be no accommodation in the nurses' home for any considerable number of pupils to enter at one time. Indeed, many hospitals are still accepting probationers one by one, the time of admission being governed absolutely by the date on which a room is available in the home. It is a vicious circle which it often seems impossible to break through.

During the present national crisis, when we want to multiply our nursing resources as rapidly and as considerably as we can, we are again confronted with the same old problem. The appeal which was sent out by the General Medical Committee on National Defense, to the hospitals of the country, asking them to increase their entering classes of pupils, brought back some very interesting letters. Most of the hospitals expressed themselves as willing and anxious to contribute in this way to the nation's need, but while a number were renting extra houses and stretching their capacity to the utmost to provide for a substantial increase in their entering classes, many felt themselves absolutely unable to coöperate, because of their limited housing capacity.

Another side of the question was presented in the replies of young women throughout the country who were being urged to enter nursing schools to prepare themselves properly for nursing service. Some of these had served for brief periods in the hospitals as nurses' aids, and had become very much interested in the work. Many felt that they could overcome the objections of their families, to their taking up nursing training, if some plan could be arranged whereby they might continue to live at home.

At first sight it seems a rather impossible proposition, but when one con-

siders that in practically every other form of professional training, the pupil lives at home, or at least outside the school or college, one wonders what peculiar conditions there are in the nurse's training that make the situation so entirely different from that in medicine, library work, teaching, music, or art. It is recalled that when women first were admitted to medical schools, it was considered absolutely necessary for their protection that they should live together, under supervision, in special dormitories, and the same idea prevailed when the earlier colleges for women were established. But we are no longer afraid to trust fairly mature and serious young students to look after themselves, either in their own homes or the homes of strangers, and we do not think it necessary to provide direct chaperonage for them out of college hours, or to supervise all the details of their daily lives. In cases where the students are young or irresponsible, some provision must be made to safeguard them, but on the whole we believe in the principle of making each person responsible for her own personal conduct, as far as possible.

The dormitory system in hospitals, is of course, a direct heritage from the days of the monastic orders. It has outgrown its cloistered walls and its cheerless cells, but it still retains a number of the features of the communistic life. The question is whether these features are absolutely essential to a proper professional training in nursing, or whether it is possible to combine the hospital experience and discipline with life in a normal home. It will be assumed that students entering on this basis would be willing to accept the same requirements and conditions which other students accept. Assurance would have to be given that they would be living under healthful conditions which would not interfere with their study and training. If the system of student government were in force in the training school, the matter of personal conduct during off-duty hours could be taken care of by putting the pupil on her honor, and requiring her to subscribe to the general rules and principles of the institution. After all, it would not be a very different situation from that of pupils who live near their own homes and spend much of their off-duty time there.

The main difficulty would be in the adjustment of hours of duty and class-work, but if the eight-hour schedule could be adopted for both night and day (as could easily be done with these extra forces), it would not be at all impossible to arrange the work for these non-residents so that it would give them the necessary hospital experience and not interfere too much with domestic arrangements at home. If considered advisable, one year or more in residence might be required, or the period of non-residence might be limited to the preparatory course alone.

The surface objections are evident enough, but the fundamental advantages of such a plan are of infinitely greater moment, especially at the present critical time, when every trained person counts. It might be con-

sidered as an emergency plan only, and if it proves too difficult might be given up when the war is over. If it is only tradition and sentiment that are in the way, they will have to be sacrificed as they have been in so many other fields since the war began. If only the one vexed question of housing could be settled by this means, we could afford to put up with many minor inconveniences and readjustments.

The scheme is economical, because it enables the hospital to take better care of its patients and to extend some of its services without adding appreciably to its expense; it also makes it possible to utilize the hospital's teaching facilities much more fully than they are usually utilized, but the ultimate and lasting results may be much more far-reaching. If it provides a way in which the work of the pupil nurse can be lightened and her hours shortened, if it makes it possible to relieve her from ward duty for more satisfied body of students, and this in turn will inevitably attract more more satisfied body of students, and this in turn will inevitably attract more and better women into nursing schools.

The Committee on Nursing of the General Medical Committee on National Defense, is recommending that training schools should accept this as an emergency measure for the period of the war, at least, in order that a larger number of pupils might receive training. It is interesting to note that one of the oldest and most representative nursing schools in the country has been the first to accept this suggestion. Bellevue Hospital announces that it will accept non-resident pupils in its December class for the regular course of training. The curriculum will be identical with that of the resident students, but the hours for non-residents will be specially adjusted, on the basis of forty-eight hours a week. Such students will bear all their own expenses except uniforms and textbooks. Certain other schools are considering a similar departure, and the results will be watched with great interest by all who have the cause of nursing education at heart.

THE NEED FOR TEACHERS IN TRAINING SCHOOLS AND HOW TO MEET IT

BY PERMELIA DOTY

There are many unexpected results of the unsettled conditions which have followed the present war situation, one of which is the almost universal tendency on the part of men and women to stop and "take stock" of the special form of work to which they are devoting their time at the present moment, and to judge its value not only from a personal point of view but from the standpoint of its effect on the community.

Now that the first emotional excitement which followed America's entrance into the war has more or less subsided and women everywhere have been impressed with the fact that "home service" is quite as essential for the successful conduct of the war as work in the immediate war zone,

we find an even more serious questioning on the part of women as to whether their energies and talents are being utilized to the best possible advantage. This is especially true of nurses, who feel that their training imposes on them a peculiar responsibility to the public.

During the past year the Department of Nursing and Health of Teachers College, Columbia University, has had many letters from nurses throughout the country asking for advice and help in the solution of such personal problems. One nurse who wrote recently, who had been doing private nursing for a good many years, asked advice as to the most direct and desirable way of using her qualifications to the best advantage in home service. She mentioned having a state certificate for teaching and having had considerable experience as a high school teacher before entering a nurses' training school. Judging from her letter, she had an unusually good foundation for teaching, and she was referred to a hospital in her own city, where there was urgent need of an instructor. Later, she wrote that she had accepted the position.

There can be no question of the value and need of this service just now when the number of pupil nurses in the training schools throughout the country is being greatly increased. The Department of Nursing and Health has found it quite impossible to meet the demand for trained workers in this particular field. Last year it had about seventy requests for instructors and was able to fill only about one fifth of these positions.

While the nurses who have taken up this work feel very strongly that they need additional preparation in order to fit themselves for the important and exacting work of an instructor, and while at least one year's work, including courses in psychology, methods of teaching, and a good deal of work in science, is recommended as an essential background for good teaching, nevertheless, it is quite possible for the nurse who is a normal school or college graduate, to give valuable service as an instructor in a school for nurses.

In a survey of the health, salaries and work of nurses made by the Vocational Guidance Committee of the National League of Nursing Education, it was found that out of a group of five hundred nurses from twelve representative schools, 25 per cent entered nursing from the teaching profession, a surprisingly large percentage. This teaching experience is a distinct asset to the nurse who takes up institutional work, and it is a question whether at the present time there are not many such nurses who are doing private nursing, either because they have never thought themselves particularly fitted for institutional work, or because they were attracted by the more immediate financial returns of private nursing, who might be willing to take up the work of teaching in training schools.

All nurses cannot teach; they may lack the educational background, the personality or the gift of imparting knowledge to others, which are all

essential attributes of the really successful teacher. Just because of this it seems most important for nurses who are fitted for teaching to think seriously of this opportunity for special service. Superintendents of training schools might do a great deal to help in increasing the available teaching forces by interesting any students whom they consider especially fitted for the work of a teacher, in taking up this work. Many schools offer scholarships which enable their students to spend a year in additional study and preparation for some special branch of work. Would it not be a great advantage to the school to provide in this way special opportunities for their own graduates who wish to prepare for teaching? There can be no doubt that at the present time many schools are having serious difficulty in obtaining well-qualified instructors, and it seems only fair that they should all help in meeting this situation.

The opportunities for nurses interested in teaching are increasing all the time. There have been recently several requests for non-resident instructors, especially in the smaller schools. This branch of work appeals, especially, to nurses who wish to live at home. It is quite possible, of course, to combine work in several hospitals in a vicinity. The salaries of resident instructors vary from \$900 a year for the less experienced, to \$1,200 for women with special preparation and experience. The work is interesting and satisfying, the hours are regular, few hospitals of the better type have evening classes at the present time. In some hospitals a certain amount of supervision is combined with the work of teaching.

It becomes increasingly evident to the thoughtful observer that what the nursing profession urgently needs is some sort of central bureau which will be a kind of clearing house where nurses from all over the country can go for help and advice. It may not be necessary to have the services of an expert psychologist to determine the fitness of the nurse for any particular "job," but it would mean the invaluable help which could be given by a sympathetic and intelligent nurse who is thoroughly conversant with the needs and opportunities of her profession.

"Preparation against war consists in part in military and naval preparedness, but a bigger problem lies in the physical, mental and moral health of our citizens. No nation can be strong without health. During the past thirty-five years there has been a great reduction in mortality in this country. During the past twenty-five years the average life has been increased more than ten years. During the past thirty-five years the deaths from tuberculosis have been reduced more than fifty per cent. Until within the last ten years, no one dared to talk in public about social diseases. It is impossible to tell just what effect the educational efforts made during the past ten years have had, but it is safe to say that these efforts have met with a degree of success fully comparable with that attained in dealing with tuberculosis."—Victor C. Vaughan, M.D., in *Public Health*.